**Lesson Plans for Mrs. Hanlon’s Class**

**Monday November 14, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Health Body Transport systems**

## **Objective:** Performance will be satisfactory when the learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Student textbook pages 4-69

* Teacher Manual p. 2A-37
* Activity book pages 1-3
* Transparencies 5, 7-10, 14
* Safari Montage
* Smart Board Lessons on each system

**Procedure:**

**Lesson 1- Body Transport Systems**

* Read pages 4-9
* Activity Book p.1
* Talk about how a cell builds into an entire body system
* Optional: Break students into groups to create presentations on each body system for Lesson 1, 2 &3 to present to the class
* Activity Book p.3

**Assessment:** Activity book p46, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-9:45 TEACHER Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying the vowel with “r” patterns in words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You Got

**Activities**:

1. **Anticipatory Set:** Use page 229E-229F in teacher’s manual to have students find the long vowel sound. Have students write their own words and have it checked by the class.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 151-153 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**10:00-10:30 ENGLISH**

**Lesson: Writing with Verbs**

**Objective:** Students will apply English skills about verbs to write.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Write simple sentences on the board that one can combine the verbs to make it a compound sentence. Have students create simple sentences that should be combined. Have other students create compound sentences.
2. Read and complete pages 110-111 as a whole class.
3. Students will independently complete worksheet “Writing with Verbs”
4. Work time on worksheet “Writing with Verbs”

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to monitor their reading to clarify any questions or difficult sections as they read. Students will also be able to use comprehension skill of identify the topic, main idea, and supporting details.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** “No Limits” on page 207AA. Have students write a paragraph in their ELAR notebooks. Share their thoughts.
2. Read the “Teacher Read aloud” to students found from pages 207W-207X. Have students ask the class questions. Use the guiding comprehension questions for teacher lead discussion.
3. Build student vocabulary by studying pages 208-209 with students. (Optional: Complete Wordbook page 145)
4. Listen to the story on CD. Story is found on pages 210-223.
5. Discuss questions on page 224 as a whole class.
6. Students will begin completing pages 146: Graphic Organizer: Main Idea Chart and page 147: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to solve story problems and determine reasonable answers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Use interactive chalkboard to go through the four steps to solving a problem.
2. Correct homework and discuss any problems.
3. Break students up and assign pairs of students to story problems on page 157.
4. Have students write out the four steps on whiteboard.

**Assignment:** Practice math facts.

**Assessment:** Teacher observations

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to begin understanding thermal energy.

**Resources:** Science Teacher’s manual, Science Lab books.

**Activities:**

1. Introduce Thermal energy
2. Complete the lab on page F77 “Melting the Ice”

**Assignment:** Complete questions that follow the experiment.

**Assessment:** Teacher observations and lab questions.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday November 15, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Health- Body coordination systems**

## **Objective:** Performance will be satisfactory when the learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Student textbook pages 4-69

* Teacher Manual p. 2A-37
* Activity book pages 1-3
* Transparencies 5, 7-10, 14
* Safari Montage
* Smart Board Lessons on each system

**Procedure:**

**Lesson 2- Body Coordination Systems**

* Read pages 10-13
* Activity Book p. 1

**Assessment:** Activity book p46, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 English**

**Lesson 8: Subject-Verb Agreement**

**Objective:** Students will identify the importance of subject and verb agreement.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Use “Reteaching” on page 112 to introduce lesson. Point out to students how verbs change as the subjects change. (Very common mistake in fifth grade.)
2. Read and complete pages 112-112 as a whole class.
3. Students will independently complete worksheet 8
4. Work time on worksheet page 8

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:00 Computer Lab**

**Objective:** Students will create Poetry booklets

**Materials:** Newspaper and business letter templates.

**Procedure:**

1. Allow students to work on various pieces of writing.
2. Allow students independently work on their poetry booklets.

**Assessment:** Final pieces of writing

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to monitor their reading to clarify any questions or difficult sections as they read. Students will also be able to use comprehension skill of identify the topic, main idea, and supporting details.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

* Leveled Readers:
  + Buck Leonard

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to solve story problems and determine reasonable answers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Use interactive chalkboard to go through the four steps to solving a problem.
2. Correct homework and discuss any problems.
3. Break students up and assign pairs of students to story problems on page 157.
4. Have students write out the four steps on whiteboard.

**Assignment:** Practice math facts.

**Assessment:** Teacher observations

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to show their understanding of insulators and conductors.

**Resources:** Science Teacher’s manual

**Activities:**

1. Fill each student’s insulator with hot chocolate. Take temperatures every five minutes.
2. Discuss the differences between the insulators.

**Assignment:** None

**Assessment:** Teacher observations and insulators

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday November 9, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Lesson 9: Agreement with *Be* and *Have***

**Objective:** Students will identify the corrects forms of the verbs be and have.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Use the “Focus on Instruction” on page 117 to introduce the less.
2. Read and complete pages 114-115 as a whole class.
3. Students will independently complete worksheet 9
4. Work time on worksheet page 9

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 WrIting**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Create a web and develop strong reasons for personal essays.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to monitor their reading to clarify any questions or difficult sections as they read. Students will also be able to use comprehension skill of identify the topic, main idea, and supporting details.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

* Leveled Readers:
  + Buck Leonard

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to know be able to the perimeter of rectangles and squares.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Discuss “Mini-Lab” on page 158. Find the perimeter of other common things found in the room.
4. Use Interactive Chalkboard to complete discuss 4.5
5. Have students complete 4.5 Worksheet.

**Assignment:** Worksheet 4.5

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to understand that thermal energy is transferred by conduction, convection and radiation.

**Resources:** Science Teacher’s manual

**Activities:**

1. Discuss yesterday’s lab.
2. Read and discuss pages F88-f95.
3. Allow students to fill in their notes.
4. Work on homework worksheets.

**Assignment:** Complete notes.

**Assessment:** Teacher observations and complete notes.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday November 17, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will create Poetry booklets

**Materials:** Newspaper and business letter templates.

**Procedure:**

1. Allow students to work on various pieces of writing.
2. Allow students independently work on their poetry booklets.

**Assessment:** Final pieces of writing

**Homework:** None.

**9:15-10:00 LMC—without mrs. dickenson-K-Buddies—how to cook a turkey**

**10:00-10:10 Teacher Read aloud and snack**

**10:05-10:55 D.A.R.E.**

**11:00-11:45 reading**

**Objective**: Students will be able to show the ability to monitor their reading to clarify any questions or difficult sections as they read. Students will also be able to use comprehension skill of identify the topic, main idea, and supporting details.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** “Suffixes “-ive” and “ic” on page 229M. Write the words from the page. Have students write descriptive sentences.
2. Review the story by discussing workbook pages 146-147. Discuss the methods we use to find the main ideas. (Teacher’s manual page 229A-229B)
3. Read page 148 to students. (Teacher’s Manual page 81A-81B). Have students complete page 149 independently and then discuss as a whole class.
4. Take out dictionaries for every student. Review suffixes from last week. Use teacher’s manual page 229C. Complete workbook page 150. Also, use teacher’s manual page 229G to review syllables in the dictionary. Complete workbook page 154.
5. Discuss how to summarize text graphically. Use teacher’s manual page 229H.
6. Review with student’s verb tenses by completing pages 155-157 as a whole class.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Math**

**12:30-1:20 Math**

**Objective:** For students to know how to multiply a decimal by a decimal.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Complete the lab on page 161.
4. Use Interactive Chalkboard to complete discuss 4.5
5. Have students complete page 163 9-18 all.

**Assignment:** Book work.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science**

**Objective:** For students to review for upcoming test.

**Resources:** Science Teacher’s manual

**Activities:**

1. Before play baseball, share the different can warmers that student’s designed. Play a sterile thermometer in each can to determine who has the best insulator.
2. Play Jeopardy with students to review for the day after tomorrow.

**Assignment:** Study for the test.

**Assessment:** Teacher observations

**2:00 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:40 BOB Book Check-off**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday November 18, 2011**

**No School-Teacher conferences**